The Georgian Faculty Review

November

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In This Issue

According to the ablest diagnosticians among our readers, GFR is suffering from schizophrenia. At times we resemble a House Organ, dispensing family news and dealing with intra-mural problems. At other times we display leanings towards the Learned Journal, with articles of more general import; yet, interspersed, are efforts at a light touch which mark us as a decidedly hybrid type.

As a matter of fact, this multiple nature of GFR is intentional on the part of the editors. We see the Review as a medium of communication between full and part-time staff; and also as a vehicle of expression for general ideas relating to the teaching field. As readers, you can decide whether these two aims are incompatible. GFR will be glad to hear your views on the subject.

Meanwhile, this issue exhibits our dual nature. Items of personal interest to staff are related in Harold Potter's column "Since our Last Issue" on page 19. News of developments and changes in Humanities 101 is to be found on page 9, as recorded by Claude Thompson. Douglas Clarke, in a new role as ornithologist, has written on page 12 of a peculiar migration, significantly Georgian.

Subjects of more general import are also included. Mathematical musicians and musical mathematicians — and anyone who has heard Maurice Smith play the oboe -- will appreciate his article on page 7. Educationalists unlimited will be concerned about the problem posed on page 4 by Ernest Stabler in "Are Too Many Going to College?" And lastly, all those who have bemoaned the gulf between practical politics and Political Science as an arid academic study will be interested in Herbert Quinn's suggestions on page 14.

We give you, then, GFR, as a split personality. We would be interested to discover from you, which side of our personality you like best. — Or do you prefer us schizophrenic ?

The Editors.

Georgian Faculty Review

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Editor, Wynne Francis

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Editorial

Between Ourselves

For years all good Georgians have dreamed of the New Building. The details of the dream have varied considerably, the students and the faculty indulging in wishful thinking whenever the limitations of the present plant have manifested themselves. How practical have we been in our dream? The time has come for us to face this question, for in the not too distant future we may expect to put that dream into concrete. GFR has recently learned that more than one staff meeting this year will be devoted to Building Plans.

A new building, for a city college such as ours, involves far-reaching decisions. For instance, the site: it must be chosen to coincide with the growth and changes manifest in the city — central enough to be easily accessible for evening students, west enough not to be left behind as the city centre shifts. Next comes the question of finding sufficient space for a large building and suitable grounds, without considering a campus. It is more important that provision be made for extension upwards, rather than into other buildings. A city-college building, therefore, should have a ground-plan which provides for adequate stair-wells, elevator-shafts etc., to admit of such expansion.

By definition, almost, a city-college is "campus-less". This sharpens the necessity for adequate accommodation within. To say nothing of the importance of wide entrances, broad staircases and ample corridor-space, the city-college should provide accessible and adequate cloak-rooms and wash-rooms; its administrative offices should be roomy and efficiently laid out to avoid queues and bottlenecks. The city-college, too, should house a cafeteria, particularly when catering to a large group of evening students many of whom have to choose at present between a 6:30 lecture and dinner at a crowded restaurant in mid-town.

Provision should also be made for student common rooms, offices for student societies and publications, and a sizable auditorium that can be used for stage presentations as well as for rallies, teas and dances. Such accommodation is a virtual necessity for a college without a campus if the social aspects of university life are to be given expression.

Of particular interest to the teaching staff is the question of office space. It is natural to expect that full-time members require permanent offices. The

question of office space for the part-time staff, however, requires further consideration. It is imperative that space be set aside for this purpose — a suite of rooms perhaps, comprising storage space, conference tables, cloak room, wash room and lounge. For purposes of general staff meetings and informal gatherings, another, larger room should be available.

All this, and we have said nothing of classrooms. These ought to be many, and varied in size and facilities, well-lit, well-ventilated and soundproofed, with adequate electrical outlets, well-placed black-boards and comfortable desks. The actual size of lecture-rooms and laboratories, of course, involves far-reaching decisions both as to the question of size of classes and to the type of educational programme which will evolve in the future.

Then there is the question of decor. What style of architecture is the New Building to represent ? Is it to look like another sky-scraper office-building ? As for the interior, it is important that charm and beauty be combined with utility. Anyone who has witnessed the miracle performed recently by Douglass Clarke in transforming a dingy classroom into a comfortable students' lounge will agree that "institutional" greys and browns are dull and depressing and that corridors as well as classrooms and offices can have character, warmth and beauty if tastefully conceived.

Shall we go on dreaming ? It is a wonderful way to spend an editorial. At any rate we have expressed some deep-felt wishes, and noted a few of the many problems which will confront the planners of the new Sir George Williams College. Let us hope that when the dream materializes we will be here to share it, and that the GFR will be on hand to celebrate it.

WYNNE FRANCIS, Editor

BREAKING NEW GROUND

Several new courses are being offered this year for the first time. Under Harold Potter's direction the Sociology section is growing and a new full course, Sociology 110 (Intergroup Relations), began in October. Two courses in Commercial Language (French and Spanish) now appear in the listings of the Commerce Division, and plans are on foot to add to our present offerings in Transportation and Traffic. There is clear evidence of a general enlargement and strengthening in the whole Commerce field. Analytic Geometry is now taught as a separate half course and is compulsory for all B.Sc. students. Assistant Professor Wynne Francis is teaching a new course English 106, English Literature of the Early Seventeenth Century. Under Associate Professor Arthur Lermer the Economics field is now widely represented and Economics 115 (Econometrics) will be offered this year for the first time. A course on the Structure and Functions of the United Nations (Political Science) 107 is scheduled for the second term, with Jules Dekock as instructor.

Are Too Many Going to College?

Ernest Stabler

Last year Canadian and American colleges and universities reported peak enrolments and, while freshman classes this year are slightly smaller, registration totals have dropped less than most educators expected. Post-war enrolments seem to be levelling off on a high plateau, and thus college teachers need not fear they will be among the unemployed for some years to come.

By going to college in large numbers veterans have helped to create a culture pattern. The have helped to push up the normal "expectancy" of the youth group receiving education. A normal youngster from a normal home now expects to go to college. Ten years ago this was not the case, but since then the excellent record veterans have achieved in college has done much to change the thinking of both young people and their parents. There is also the increasing importance that business and industrial concerns are attaching to the educational background of their employees. The day seems to be disappearing when the office boy, who started with the company at fourteen, can become the general manager. The positions of leadership, responsibility and high salary seem to be falling more in the direction of the Bachelors, Masters and Doctors. Fathers who see the trend in their own office or plant are not likely to ignore the implications for their children. And, of course, there is our present economic prosperity. In spite of the pinch felt by many middle-class parents the fact remains that a higher proportion of the total population has the money to send sons and daughters to university. Thus, because the opinion seems to be growing that "everybody's doing it", because a college education is becoming increasingly necessary in order to secure a good job, and because more parents have the money to pay board and tuition fees, the campuses are crowded.

But is it a trend in the right direction? Should more or fewer young people go to college? Educators disagree markedly when they discuss the matter. One group of schoolmen is encouraged and see in the situation not only the real beginnings of equality of opportunity in education, but the possibility of gradually raising the educational level of a sizeable proportion of the whole population. There are others who view the situation with alarm. Can our kind of society absorb all the future graduates? If not, are salesgirls with B.A.'s and bookkeepers with B.Com.'s going to be satisfied with their jobs? It will be the purpose of this article to examine briefly both points of view.

In the past a relatively small proportion (less than 10%) of Canadian high school graduates have gone on to College. Ability to pay and the facts of geography and distance have had much to do with deciding who went to college. The flood of veterans into higher education would tend to show that in pre-war years entry into college for many capable young people was a dream that could not come true. Earlier this year the President's Commission on higher Education in the United States reported that 32% of the age group 17-21 is capable of benefiting from a college education. This statement is based on scholastic aptitude tests given to American servicemen and then compared with the results of similar tests given a large sampling of college students. In the past only about half of that proportion of young people has ever been enrolled in American colleges. Now if double the number of young people go to college or university it is quite probable that all graduates are not going to be able to secure positions of responsibility and high pay. But does this mean that we should refuse to educate them? Indeed, who can forecast with any accuracy the number of professional and semi-professional people we will need in five or ten years' time? In some fields, engineering for example, bright and resourceful persons invent new processes, or discover new minerals, or develop new sources of power which in turn provide new opportunities for more engineers. Who can predict the number of trained technical personnel we shall need if and when we begin using atomic energy for peaceful purposes?

But if college graduates of the future *are* obliged to take jobs which now are considered "beneath" them will they be unhappy and seriously dissatisfied? Not at all — if there are enough of them. Within the next quarter century it may become just as normal to find a sprinkling of butchers and bakers with degrees as it is now to find them with a background of high school education. If there is a sufficient number of college graduates carrying on "ordinary" jobs they will not feel discriminated against. Their higher education may not be useful in helping them find top-drawer jobs, but it will do much for them as persons.

Life in the twentieth century is a complicated affair and it can be argued that a high school education is simply not enough. A college education can provide a student with more information about himself and the world he lives in, it can help him to build a set of values and it can so enrich his life that he will have at least the possibilities of becoming a better parent and a better citizen. He may, as a result of his college education, lead a more satisfying personal life and make a greater contribution to the life of his community.

There is, however, another point of view on this matter. It is false, say its supporters, to believe that any significant proportion of young people educate themselves merely because they want to be educated. When a youth goes to college he feels that he is later going to be able use his talents and his training productively. He has certain expectations: he expects to get an interesting and responsible job, to gain social prestige, and to receive a better-than-average salary. But our society is simply unable to provide an ever increasing number of graduates with such jobs. And we are only asking for trouble if we assume that graduates are going to adjust satisfactorily to "average" jobs. A girl who has worked hard for a B.A. and is then obliged to become a salesgirl will be neither happy nor a good salesgirl.

In spite of statistical evidence that possibly thirty percent of the age group is intellectually capable of doing college work it is still a nice question whether all of that number of young people would be serving themselves well to proceed with an academic kind of education. We are only beginning to realize that the "work camp" experience may have rich possibilities, and a period of time spent in reforestation, or railway or canal building may be more rewarding than a similar period spent in more bookish activity. The Civilian Conservation Corps camps which blossomed in remote areas of the United States during the depression allowed young men to learn new skills in road building, tree care and fire prevention, and to gain a valuable experience in community living. It is impossible here to do anything but suggest the possibility of setting up programs of work experience in farming, mining, fishing and construction work which, for the high school graduate, may be more developmental than a stretch of time spent at college. A year or two spent in one of Canada's varied primary industries would give him a knowledge of the world of work, and through the experience of being a worker, he might be better prepared for adult citizenship.

The point is that it would seem necessary for us in Canada to establish a more clean-cut clarification of the functions of the university, the college, the technical school, and at the same time to create various post high-school opportunities which at present do not exist. Perhaps the university should engage itself primarily in scholarly pursuits, transmitting our cultural traditions, and preparing men and women for professional careers. And the college or junior college with its staff devoted primarily to teaching rather than research, and serving a less carefully selected body of students, should prepare them for a variety of non-professional careers and offer them a general education which will aid their development towards citizenship, parenthood and the good life. And in addition there is a great scope for more and better technical education for students who have completed high school. We have followed American patterns too slavishly and now no one seems satisfied to take a course which does not have a degree attached. We would benefit from several good technical institutions set up on the European pattern, awarding their own diplomas, and not tied to the apron strings of the universities. And finally, there is the whole field of "further education" as Great Britain now envisages it. Local Education Authorities there must provide schemes of vocational, cultural and recreational facilities for all youth who have left school but who have not reached the age of eighteen. Plans call for the erection of county colleges which will not only meet the vocational and avocational needs of youth but will also become a centre for much community education and recreation. These, then, are some of the diversified ways of continuing the education of youth. They add weight to the arguments of those who feel that too many young people are going to college.

But while we are arguing the matter the college population continues to increase. There are probably nearly twice as many students in Canadian universities today than there were in 1939. Is it good for them, and is it good for Canada?

Mathematics and Music

Maurice Smith

The ordinary lover of music and the so-called professional musician is unaware, perhaps, that the foundations of modern music are due principally to Pythagoras, the great mathematician and philosopher. He established for the art a definite and scientific basis intelligible and available for all time; he traced out the laws which govern the relation of musical sounds to one another and established the principle that musical intervals could be expressed as a ratio of numbers. This he did by dividing a vibrating string into various parts. When the string was stopped at the mid point, thus changing the length of the vibrating section in the ratio 1: 2, Pythogoras noticed that the octave of the original sound was produced. He then used two thirds of this string to get the interval of the fifth and three fourths of the string to get the fourth. These three important intervals have the simple ratio 2: 1, 3: 2 and 4: 3 and form the basis for the diatonic scale we use today for fine choral and string music. Pythagoras noticed that intervals formed by the ratio of large numbers such as 81: 62 were not pleasing to the ear but he offered no adequate explanation. Helmholtz, some 2300 years later gave a scientific analysis in his theory of consonance and dissonance.

Musical sounds are distinguishable from mere noise by having some definite frequency of vibration which me call pitch. For example, the Note A sounded by the oboe or a tuning fork has a frequency of 440 vibrations per second while the noise set up by a boy hitting a sheet of iron with a hammer is made up of complex vibrations of no recognizable pitch. The modern piano has a range of seven and one third octaves from the lowest bass note to the highest treble note and since there are twelve semitones in an octave the ration of frequencies between adjacent strings has been set as $12\sqrt{2}$: 1. This gives what is called our equi-tempered scale which is not as perfect musically as the diatonic scale but enables a musician to play in any of the major or minor keys with a tolerable degree of dissonance. Previous to Bach and Handel the harpsichord and clavichord had separate keys for D sharp and E flat and the other notes not included in the scale of C major. This was needed to preserve the Pythagorean ratios for the intervals in keys such as E natural and E flat. The multiplicity of keys made fingering too difficult for most performers and during Bach's lifetime the equi-tempered scale was adopted as a compromise.

Helmholtz, mathematician and a competent violonist in his own right, discovered the physical basis for the difference in character of timbre of the tones of various musical instruments. Sir Donald Tovey in his essays compared qualitatively the 'acid' tone of the oboe with the 'melancholy' tone of the clarinet. Applying the dynamical theory of sound first to the violin family, Helmholtz reasoned that a string could vibrate simultaneously in different modes giving a fundamental note and (n — 1) harmonies which he called partial tones or overtones. Although the fundamental is the dominant tone

the number and intensity of the various harmonies present accounted for the character or "klangefarbe" of the violin tone. He constructed his well-known "resonators" which detected the presence of harmonies as high as the twenty third and made them noticeable even to an uncritical hearer. Today, we can detect the presence of harmonies in an effortless manner by sounding an instrument into a microphone connected to a cathode ray oscilloscope. Every instrument in the orchestra registers on the screen a characteristic tone pattern; the fundamental combined with the various harmonies present. Fourier showed that any periodic wave could be built up of the sum of a set of sine and cosine terms having frequencies of integral multiples of the fundamental and we now have electronic harmonic analysers for finding the exact components of any given sound pattern.

The 'acid' tone that Sir Donald Tovey attributed to the oboe, for example, is due to the presence of strong odd harmonies, particularly the third. A demonstration before our freshman physics class revealed a tone pattern resembling the silhouette of a double humped camel. The flute, on the other hand, gave almost a perfect sine wave pattern since the harmonies present were weak compared to the fundamental. Dr. Fletcher at the Bell Telephone laboratory in New York has prepared a set of records sounding the tuning A by the principal instruments of the orchestra. On the reverse side of each record a filter is used in the recording process to cut out all the harmonies but the second and third. It is difficult to distinguish the tone of the cello and French horn; at the end of each record all the harmonies are filtered out and the instruments sound a uniform colourless A, like so many tuning forks.

The application of mathematics to the science of music has brought great improvements in the design and construction of musical instruments and the gradual improvement of the acoustical design of rooms and auditoriums has greatly increased the aesthetic pleasure for the hearer of good music. Outstanding mathematicians such as Euler, Laplace, Maclaurin and hosts of others of the 18th to 20th centuries have been keen lovers of music, but few great musicians have shown a reciprocal interest in mathematics. A possible exception is the modern composer Hindemith who has followed Helmholtz's theories on dissonance very carefully in composing chamber music and symphonies but who, in the writer's opinion, is greatly inferior to the great composers of the seventeenth and eighteenth centuries.

GOOD GUIDANCE !

One of the busiest offices in the College this term is X-15, the office of the Student Counsellor A. M. McFarlane and his staff. An increasing number of students both in the day and evening divisions are visiting the Counsellor to discuss their future education ("I'm taking Science, but sometimes I wonder . . .") or to talk over career plans ("My father wants me to be an Accountant, but I am more interested in Chemistry"). In addition to providing opportunities for counselling the Guidance Office operates an Employment Bureau for students and contains a well stocked Career Library.

Philosophers' Stone

Claude Thompson

The modern concept of the Humanities seems on the surface to vary considerably from that of previous centuries, but basically the concept has not changed. The Humanist to-day is still searching for the truth. Modern Science is searching for Truths, — facts which can be relied upon and proved to be true in fact; but behind this search for reliable factual information stands the dreamer, the man or woman who searches for something which he or she believes to be possible, but has yet to prove. Would all this energy be expended if the searcher did not first have a vision of the possibilities of his discovery or invention as an aid to a happier life, — a dream of a new world made better by this efforts? At heart the scientist is a humanist, a very practical one. True, he is not searching for the truth merely for the sake of knowing the truth though he may and often does get great satisfaction merely from the knowing.

It has been said that it is the part of the Arts to make life more beautiful, of the Sciences to make life easier, and of the Philosophies to make life less problematical: Science looks after material needs; the Arts assuage our mental needs and the Philosophies our moral needs.

One hears often the statement that the task of science is to supply man with the tools, the means to achieve his ends; and that the scientist is not concerned with what use man makes of his inventions and discoveries. But how can this be true?

The scientist by his very nature knows at least some of the possibilities of his discoveries; he knows their power to affect life for good or evil; he sees the dangers ahead; he trembles at the realization of his own power; and warns mankind of the explosive power of his discoveries. He is a humanist — he is asking 'What is the good of all this effort if man is going to use it only to destroy himself?'

And so to-day the study of the Humanities becomes more and more a necessity if we are to survive. Ethical decisions face us at every turn, face us with an urgency that will brook no delay. A study of the Humanities becomes pandemic. It has always been so: but the realization of its value is being forced upon us more and more as science advances and the peoples of the world are now closer to one another than were neighbouring villages a century ago.

It is only in the present day that the fourteenth century meaning of the humanities has been radically changed. It is still a search for truth and beauty; but only incidentally is it a study of the classics, — of the ancient philosophies. Plato and Aristotle were searching for the truth, trying to find the absolute, the rock bottom reason for all things. One can imagine the student who wishes to know merely for the sake of knowing — knowledge for its own sake — as an end in itself; but, what is the value of this knowing if it is not put to some practical purpose?

To-day the humanist still studies the classics, the ancient philosophies, ancient history, ancient art, but he says to himself — 'What can these teach me that I can put to practical use to make life better?' He still needs to know the basic values, to study the great thinkers, achievements, failures, the history of mankind. But behind all this is a new urgency: a feeling that decisions must be reached now: that time is running out.

The leisurely study of writers in their own languages, while it will give the spirit and essence more truly than the best of translations, takes time, — and there is no time. The Humanities is then no longer a study merely of languages and philosophies, but an urgent search for enlightenment which will help us to live now. The basic values are not forgotten; they stand out more starkly etched against the background of modern living.

Here then is the task of the Survey of the Humanities which is becoming increasingly more popular and often pandemic in colleges and universities. Our own College has been 'experimenting' with this from its inception. In what year should it be given? In what form should it be presented? What is its value and purpose?

This last question has in a measure been answered by what has been said above. But the first two questions require further study.

If the course is delayed to the last one or two years of his career as an undergraduate what will be the effect on him? He will have read more, — be a better informed person. He will be more mature — have a greater background of knowledge and experience to aid his thinking. He can approach the subject on a higher level. But by this time he is already immersed in some special field which absorbs all his energies.

If, on the other hand, he experiences this study of the Humanities in his first or second year he is ill-equipped both in background reading and in experience to get the full value of the course.

With these points in mind it would seem sensible to introduce the student to the humanistic approach as early as possible in his university life to give him that background which will enable him to appreciate and we hope follow humanistic principles in his subsequent studies, particularly perhaps if he is specializing in science, economics, sociology or commerce. For behind all activities lies the obligation on man to evaluate his actions in the light of his association with other men — the ethics of business and living being in truth inescapable for all men.

But the presentation will have to be clear-cut and kept within well-defined bounds. The course must not be swamped with too heavy or too diffuse reading assignments, leaving the student wallowing in a confusion of thought; and gaining only the vague impression that the study is limitless, and, to him, pointless.

Now, too great simplification may lead to the isolation of each branch of the subject, so that there will appear to be little or no connection between the various approaches, whereas the whole concept of the Humanities is to show the interdependence of thought and action to achieve the highest in culture and civilization. This means that the same readings may in many cases be used for various approaches, thus cutting down the essential or basic literature of the course. Further it will emphasize the wholeness of the subject; and will indicate that, whatever the approach, ultimately it will be found that the search is for basic values. To this all branches of learning may contribute.

When Newman states that a university is " an assemblage of learned men, zealous for their own sciences, and rivals of each other " he gives the key to one approach to the humanities. Supposing that these zealous scholars are given the opportunity to present their own particular fields of learning, in due proportion, to all the students of the university, then the best of each will in due course be laid before all. It will soon become apparent that behind each of these varied approaches lies the fundamental question — how will this benefit mankind ? There will appear a unity of purpose, a desire for knowledge for the enhancement of living. For example: in a section devoted to Literature the deepest thoughts of the greatest minds are presented by the written word: in a section devoted to the fine arts the souls of artists, sculptors, architects and musicians are laid bare to those who will take the trouble to study them. The enthusiast in this field makes these ideals of the masters clear and meaningful. The religions, philosophies and the histories are presented and interpreted in like manner, till as John Ruskin has so aptly put it — "all your art, your literature, your daily labours, your domestic affection, and citizen's duty, will join and increase into one mangnificent harmony, you will know how to build well enough; . . . temples not made with hands but riveted of hearts; and that kind of marble, crimson veined, is indeed eternal. "

REGISTRATION TOTALS

The registration this year in the Day Division of the College is 12% above the 1947 session. The freshman class of 236 students is rather a surprise when the general predictions were toward decreased first year enrolment when the veteran group had passed into the upper years. Total Day Division registration is 754.

In the evening there is a similar increase with a total enrolment of 1754 students and this in spite of the fact that registration in some 30 classes was closed before the opening of classes. Thus with a total registration of 2508 students in both Day and Evening Divisions the College continues to fill a vital role in the city of Montreal.

Two Days in the Country

Douglass Clarke

(Editor's Note: The following account will be of special interest to the natural historian who will find material here to compare with his studies of the migration of the plover, the Canada Goose, and the Canadian dollar, and to the anthropologist who may compare these findings with his data on the tribal rituals of the Hopi Indian and the tabu structure of Samoa.)

One of the obscurer, but more delightful, habits of the Faculty of Sir George Williams College, noted meticulously by careful observers for the past dozen years, has been a migration of a segment of the gaggle into the hills every spring.

Whether it is due to the suddenness and briefness of this flight, or to some obscurer cause, observations made over the past dozen years or so have shown none of the characteristics of mass migration; the migration appears to be a highly specialized form of behaviour affecting some ten to twenty instructors and members of the administrative staff. Careful analysis has shown those affected by the flight habit to be very closely associated during the winter season, and to stray less from the general nesting area than the non-migrating members of the gaggle. In fact, some students of this migration explain it as a compensatory form of behaviour affecting the more timid elements.

The first signs of the oncoming migration consist of a flurried circulation of flimsy pieces of paper, the development of a high, piping cry, sounding like "What date? What date?" and, among a few of those affected, a form of highly ritualized behaviour which they call "agenda-making".

Suddenly, in the late spring, the whole group moves northward, by car and train, not resting until they reach their destination. This fact, which requires at least an hour and a half of continued conscious direction of their behaviour cannot but arouse our deepest admiration; indeed, this test of endurance has frequently been cited as proof that there is no real decadence in modern man. Finally, year after year, they reach the same destination in the lower foothills of the Laurentians, at Shawbridge. How they do it,

finding their way with only main-travelled roads and railways to guide them, must remain one of the mysteries of nature. We can only quote the words of the poet —

> "There is a Power whose care
> Teaches thy way along that pathless coast —"

The most delightful aspect of this flight reveals itself shortly after the arrival at Shawbridge. The dull winter plumage, dun, grey, brown, and dark blue, disappears, and in its place appears a brighter and highly individualized colouring. The lower extremities of the female become bifurcated, and change from tan to green, red, or plaid; the male, — oh, the male — appears in all his glory.

Surely this must preface the mating dance. But no, a stranger ritual then takes place. The group crowds into as narrow a space as it can find and proceeds to anesthetize itself with aromatic incense of nicotine and a form of monotonous chanting from which certain cries detach themselves clearly: — "good educational policy," "no indoctrination", "What about the elevator?" "good educational policy," "if the registrar —" "no indoctrination," "will the registrar —," "The elevator," "The office staff," "counselling", "strafe the registrar," "good counselling is —", "blast the registrar".

Occasionally the ritual takes the form of mimic warfare, and the same cries arise more fiercely chanted than before, accompanied by the shaking of fists, but ultimately sinks back into the same monotonous chanting. Apparently this ritual is emotionally purgative in purpose. None of the animosities of the mimic warfare seem to be carried out of the ritual chamber, rather the group seems to have attained a cohesiveness that lasts from migration to migration and gives their winter activity a noticeable unity of purpose.

The ritualistic element of the migration seems to be focussed around certain utterances of the principal bird, one who seems to be chosen for this purpose from year to year as a result of a grim contest which takes place out-of-doors immediately beyond the ritual chamber. Certain selected celebrants, having dedicated a small white capsule in which all that is educationally evil is supposedly enclosed, pursue it with iron headed clubs, beating it savagely to the accompaniment of a war-cry whose derivation is lost ("fore"), and burying it in a small hole in the ground decorated with festive flags. The fact that evil is always with us is symbolized by the resurrection of the capsule and its further chase. Apparently he who is able to punish the capsuled evil with the most efficiency is chosen as principal celebrant. (Note: the present high-priest has held office for the past twelve or more years). While this contest is taking place in the fields, the non-participating members recuperate their strength for further practice of the ritual.

The end of the migration comes as suddenly as its beginning. The bright plumage disappears, and by car and train the flight homeward begins, and as the sun sinks they bid farewell to Shawbridge and its friendly natives.

The University--- and Political Science

Herbert Quinn

Political science as a distinct and separate subject in the university curriculum has had a comparatively short history. Until the later part of the nineteenth century, in most Canadian and American universities, such material as was available on the various aspects of government and politics was to be found here and there in courses which could more appropriately be put into the category of law, history, philosophy or economics. Only recently has the study of government and politics become recognized as a separate discipline with a subject matter and methodology all its own.

When we consider the immaturity of this new social science it is not surprising to find, in a country such as Canada, that the type of political science instruction available in its universities is in many ways quite inadequate. It is the purpose of this article to point out some of our shortcomings in this regard, and at the same time to suggest the steps that are required to raise the level of instruction in this field. Before doing so, however, it would be well to digress a moment and consider briefly the reasons why it is so important in a democratic society for every university to provide a well-integrated series of courses in political science.

The first reason arises out of the responsibility of the modern university to provide training for citizenship, that is, to train the student to play an active and intelligent role in the political life of his community. The importance of this task is evident when we consider that the proper functioning of democratic government is dependent on the willingness and ability of the individual citizen to participate in a rational manner in the discussion and determination of government policies.

The second and equally important reason for a good programme of political science instruction arises out of the important role the university has to play in the training of specialists in the field of government and politics. These experts are required not only for the purpose of staffing governmental boards, commissions and departments, but also to undertake research in problems of government, carry on quasi-governmental work conducted by unofficial agencies, and serve as instructors in colleges and universities.

This twofold task the university must perform if it is to meet the needs of a democratic society. If we keep clearly in mind the nature of this dual function, that is, training for citizenship and training of experts in the field of government, we will be in a better position to determine the adequacy of such political science instruction as is now being provided by our universities.

The first feature which strikes the observer is the insignificant role that this subject plays in the curricula of most Canadian universities, and the serious lack of specialized courses and instruction for those students wishing to honour or do post-graduate work.

This lack of interest in political science is evident from an examination of the calendars of our major universities for the current year. In most Canadian universities political science courses are included in combined departments of economics and political science with, however, most attention being given to the economics field. In the majority of cases the only courses offered in political science at the undergraduate level are an introductory course in the subject, a course in political theory, a course in comparative government, and sometimes two or three others. Only some seven or eight universities have courses in International Affairs. Still fewer institutions have courses in such subjects as Political Parties, Public Administration, Municipal Government, the State and Economic Life, Public Opinion or American Government.

In regard to graduate courses, again only a very few universities offer any extensive instruction of this nature, and in most cases graduate students are permitted to take senior undergraduate courses as part of the requirements for the Master of Arts degree.

Moreover, there is not only a lack of courses, but also a lack of instructors whose major interest is in the purely political science field, since Canadian universities for the most part make little or no provision for instruction by special scholars in this subject. As a result, the burden of teaching political science courses, such as they exist, is thrown largely on instructors whose main interests are in the fields of history, law, and particularly economics.

It seems quite obvious from the foregoing that the time is long overdue for our Canadian universities to rectify this situation by introducing additional courses at both the undergraduate and graduate level in some of the more specialized aspects of government and politics. At the same time additional appointments of qualified instructors should be made in this field, and more adequate library and other facilities should be provided.

Aside from the problem of courses and instructors there is another aspect of political science instruction in Canada which merits consideration. I refer here to the particular methodology or approach to the subject to be found in most universities offering courses in this field.

Admittedly the question of the proper approach to political science is an extremely controversial topic. However, if, as the writer assumes, the proper functions of the political science department are training for citizenship and training of experts in the field of government, it seems obvious that the approach should be of such a nature that the student will above all acquire a clear and comprehensive grasp of what is usually termed the "democratic process". In other words, he must be given a sound understanding of our particular form of government, the theories underlying it, how it functions in practice, and the problems confronting it today.

It is the contention of the writer, however, that our universities, with perhaps the odd exception, are not performing this task satisfactorily. The reason for this contention is that in the teaching of political science in

Canada the traditional practice has been and still is to overemphasize the purely constitutional and legal aspects of government, while giving little or no consideration to the important role played by those underlying economic and social forces which motivate government action, such as political parties, pressure groups and public opinion.

This emphasis on the structural aspects of government is indicated by the important, even preponderant role which constitutional studies such as Kennedy's "Constitution of Canada", and Dawson's "Constitutional Issues in Canada", have always played as basic texts and works of reference in many of our universities. It is also indicated by the lack of courses in Canada on such topics as political parties and public opinion, and by the extent to which research material turned out by our political science departments has been concerned with constitutional and closely allied problems.

It should be made quite clear that this criticism does not imply that a knowledge of constitutions and constitutional history is not essential for an understanding of democratic government. Obviously this is an important part of the data which cannot be overlooked. The point I wish to make is that a study of government which puts all stress on its purely legal aspects gives a very inadequate and incomplete picture of the nature of that government and how it functions in practice. For instance, the law making process cannot be understood merely by a study of the powers of the legislature as laid down in a constitution without taking into consideration extra-legal factors such as the part played by the pressure group in legislation. Nor can we get an adequate idea of the nature and function of the cabinet in a country like Canada without an analysis of the political factors entering into the choice of cabinet ministers and their ethnic, religious, class and sectional backgrounds.

The result of the extreme legalistic approach pursued in many of our universities is that, although the average student of political science in Canada obtains an excellent knowledge of constitutional law and constitutional history he acquires very little real understanding of the whole democratic process. The obvious solution to this problem is for our departments of political science to develop a more realistic and dynamic approach in the teaching of this subject, by abandoning to a considerable extent their present legalistic and structural emphasis and devoting more time to the role of political parties, pressure groups, propaganda and public opinion, in the functioning of democratic government.

While discussing the subject of a more realistic approach in political science instruction I submit one other suggestion — the further development and improvement of teaching techniques in this field. In this regard, our political scientists, can, to a much greater extent than in the past, adopt some of the methods of instruction of the other social sciences by introducing the student, at least at the graduate level, to field techniques and methods of direct observation as a means of gathering information regarding problems of government and politics. For instance it would be helpful to the student in getting a better grasp of the democratic process to go into the field, interview political leaders and attend party conventions and political meetings. Wherever possible, well-organized visits should be arranged to legislative chambers, court rooms and polling places. Arrangements could also be made for selected groups of students to interview heads of government boards and commissions and other administrative officials.

In concluding this analysis of political science instruction in Canada in both its quantitative and qualitative aspects, it is only fair to add that the deficiencies and shortcomings pointed out above are not peculiar to Canadian universities. To a very large extent the same criticisms can be leveled at American universities as well. Moreover, it cannot be denied that at least in some Canadian universities advances have been made during the past few years. For instance, more attention is being given to political science courses in drawing up the curriculum; also there is an increasing awareness of the shortcomings of the structural and legalistic approach.

Despite this progress, however, we still have much further to go before we can say that political science instruction in Canada is adequate. Any early improvement in the situation will come about only if Canadian political scientists are aroused to the urgency of the problem, for in the final analysis it is they who must take the initiative in the development of a sound methodology, and in convincing universities administrators and others that larger sums of money should be allocated to instruction in this subject.

(Editor's Note : The article above is a condensation of one which appeared under Professor Quinn's name in "Culture", September, 1948).

THE COM-COM

Tired lecturers who lumber through the second floor corridor towards their too dismal Faculty Room may feel that the beautiful lounge which they can see through a peephole in room 2D is a mirage. It is not; but neither is it a haven for exhausted "Profs." It is the newly decorated Common Room for students rechristened by them the "Com-Com."

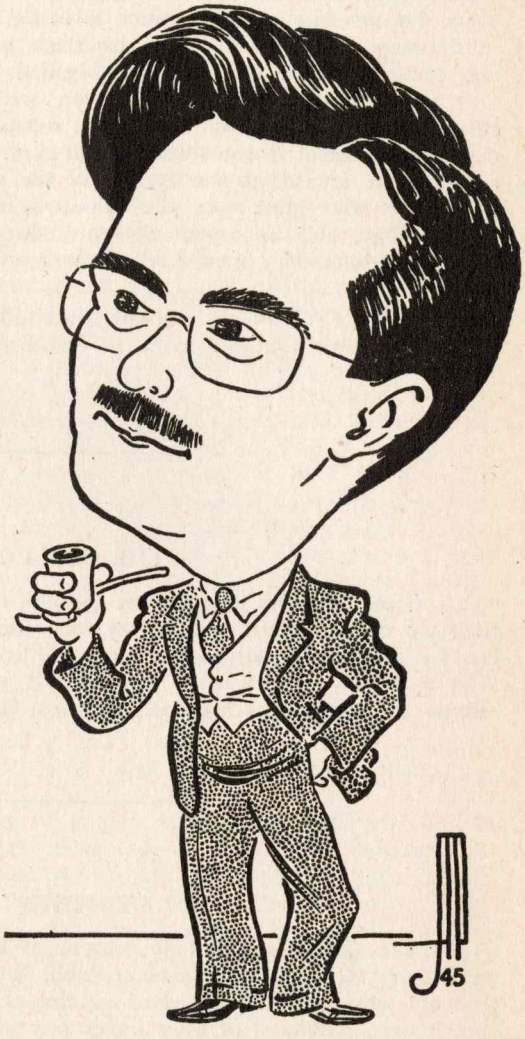
TAPESTRY

The College's new tape recorder is being used by several instructors, particularly those giving courses in Public Speaking. It is reported that several students who fancied themselves as already capable in the art of effective speech were convinced of their limitations when they heard themselves played back.

Several teachers have suggested that they be allowed to record a week's lectures in advance and then have an aide play these to the class. Meanwhile Teacher could steal off for a few days in the Laurentians. The Dean has not yet been convinced.

Since Our Last Issue . . .

Dear Douglass



We are delighted to know that at least one member of the staff has a kind word to say about the Registrar. Richard Callan has been moved to poetic self-expression after reading the milestone in English Literature which appeared in an earlier issue:

TRIPE FROM A TEACHER

(In reply to "Red Tape from the Registrar")

For years I've greatly underestimated your ability!
I never dreamed that you could handle words with such facility!
Speaking frankly as a teacher who unconsciously oft vexes you:
Your information blanks have power to put me in an awful stew,
Especially those calling for the vital and statistical;
I fill them in as best I can and make them realistical.
Then on examination nights I read, but not maliciously,
"Ten students here", "a hundred there"
And students, students, everywhere,
Test papers flying through the air—
But I don't view suspiciously apparent chaos, for I know
The model college registrar has doped out where each has to go.
Such high-powered strategy as this confounds the ablest generals.
It's quite unknown among the vegetables or the minerals !
So freely I acknowledge that the College might hunt near and far
Before they could lay hands upon a man like our own Registrar.

RICHARD CALLAN

STAFF NEWS . . .

In keeping with the continued growth of the College a number of new staff appointments have been made. New members of the full-time Faculty include Miss Edna Vowles, Lecturer in Mathematics, J. G. Finnie, Assistant Professor of Accountancy, W. R. Fraser, Associate Professor of Philosophy, K. F. Crowther, Lecturer in English and Supervisor of the English 101 program, and J. T. MacFarlane, Assistant Professor of Physics. One serious loss to the staff occurred when Dr. Maurice Morton, Professor of Chemistry, resigned in September to accept a position at the University of Akron. His responsibility as Supervisor of Chemistry courses is being taken over by Dr. Samuel Madras. In all there are now on the College staff 25 full-time and 79 part-time teachers.

The new members of the part-time staff in the Natural Science Division are J. G. Dick who is teaching Chemistry 104 and 110; F. H. Knelman in Chemistry 103; and R. P. A. Sims, Chemistry 105. C. F. Fitton and Dr. L. J. Sheps are supervising the Textiles 101 and 103 lectures.

New staff appointments in the Humanities Division include Leah Berkson, Fine Arts 102; Mrs. A. K. Briggs, S. F. Kneeland, S. B. MacLeod, and Mrs. B. S. Phillips, English 101; and Frank Edwards and Donald McGill, English 120-123. The latter course (Public Speaking) is becoming popular indeed with four sections in the evening and two in the day now in session.

The Social Sciences Division has added D. G. Forgays, Psychology 109; Florence Greene, Sociology 108c; V. G. Hobbes, Economics 114 and 115; Bernard Hymovitch, Psychology 108; R. M. MacIntosh, Economics 108; and Mrs. H. Wiseman, Economics 107.

In Commerce, J. A. McCann is giving the course in Supervisory Training, Commerce 125; J. D. Reavely, Commerce 119 (taxation); and A. A. M. Walsh has taken over the day classes in Commercial Law.

EXTRA CURRICULAR

Dr. K. E. Norris, the Principal, addressed Westmount Rotary last September on the subject "Public Welfare and the Private Purse". In October

he addressed the Teacher Training Institute of Wesley United Church on "Understanding Our Pupils". Last June Dr. Norris attended the annual meeting of the Canadian Association for Adult Education in Vancouver. During his trip he visited the several universities of Western Canada.

Dean Henry Hall delivered the Graduation Address at the High School of Montreal graduation exercises last October 22nd.

Philip T. R. Pugsley, Supervisor of the Commerce Division, is the 1948-49 National President of the Junior Chamber of Commerce of Canada and in that capacity attended the annual meeting of the Canadian Chamber of Commerce held in Vancouver in October.

Dr. J. W. Bridges, senior professor in the social sciences, delivered summer lectures in a six-weeks' graduate course in social psychology at Duke University, North Carolina. On his way back to Montreal he stopped in Boston to attend the annual meeting of the American Phychological Association.

Dr. G. O. Rothney lectured in British History at the summer school of Laval University in Quebec City. He also attended the annual session of Les Semaines Sociales du Canada held late in September in the Séminaire at Trois-Rivières, where the subject of study this year was "Peace". Last June Dr. Rothney attended the annual meeting of the Canadian Historical Association, held at the British Columbia Archives in Victoria and at the University of British Columbia in Vancouver. At these latter meetings he was elected to the National Council of the Association.

Orson Wheeler, A.R.C.A., lecturer in Fine Arts, recently completed a bust of the late Hon. Pierre Basil Mignault, who was once a judge of the Supreme Court of Canada and who died in 1945 at the age of 91. The bust was completed from photographs, and was unveiled at the September meeting of the Canadian Bar Association in Montreal. It was presented to the Montreal Bar Association, and is now mounted in the Bar Library in the Old Court House.

Last June Professor C. W. Thompson was elected vice-chairman of the Trustee Section of the Canadian Library Association at its annual convention in Ottawa.

Dr. Samuel Madras served on the Ottawa staff of the National Research Council during the past summer.

Dean Hall and Ernest Stabler attended the Hazen Conference last June at the Guild of All Arts, on the outskirts of Toronto. The theme of this year's conference was "The Role of the Social Sciences in the Present Crisis of Values".

Professors Herbert Quinn and Arthur Lermer attended the annual meeting of the Canadian Political Science Association held in Vancouver last June.

Harold Potter, lecturer in Sociology, attended "Laquemac", the bilingual summer camp for leaders in adult education. He was a guest of the camp as a participant-observer last August. In October he attended the first of a series of field seminars to be held in connection with the Capital City Recreation Planning Survey in Ottawa.

W. C. Hankinson, lecturer in English, last summer directed the efforts of six students in the co-operative writing of a small volume now used as a basic text for the courses in Public Speaking. Its title, "Notes on Effective Speech".

Coming Events

Last Day of Classes Before Christmas Vacation	Saturday, Dec. 18.
Reopening of Classes	Monday, Jan. 3.
First Term Exams Begin in Day Division	Thursday, Jan. 13.
First Term Exams Begin in Evening Division	Monday, Jan. 17.
Second Term Begins in Day Division	Monday, Jan. 24.
Second Term Begins in Evening Division	Monday, Jan. 24.

(Registrar's Note: Exam Day plus seven is the deadline for turning in the marks.)

Sir George Williams College

of the Montreal Y. M. C. A.

College courses for High School Graduates (men and women) leading to diploma of Associate in Arts, Science, or Commerce and to degree of B.A., B.Sc., or B.Com. Equivalent courses day and evening. Summer evening session June to September.

Sir George Williams Schools

Day and Evening Business Schools, Day and Evening Art Schools, Evening High School.

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